

Schools Evaluation Rubric (SER)

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This category examines the school's role in effecting a leadership team that implements the strategic planning process. This process focuses on establishing positive teaching and learning environments within all systems in the school: school-wide (i.e., all students, all staff, & all settings), non-classroom (i.e., particular times or places where supervision is emphasized), classroom (i.e., instructional settings), and individual student support (i.e., specific supports for students who engage in chronic problem behaviors). Specifically, this category involves school's development of a leadership team that is capable of improving the school's:

- (a) vision and organization
- (b) stakeholder involvement and communication
- (c) allocation of resources (human, fiscal, and time)
- (d) development, implementation, and maintenance of systems to support positive teaching and learning environments
- (e) continual self-assessment

Describe how the school's leadership team supports a focus on establishing positive teaching and learning environments within all systems of the school: school-wide, classroom, non-classroom, and individual student support.

Beginning

Leadership and decision-making are in the hands of a few people and are not fully supported by the administration. Stakeholder involvement in major decisions and activities is limited or nonexistent. Data are not examined to determine the school's strengths and areas for development within the systems in the school (i.e. school-wide, non-classroom, classroom, & individual support systems). There is no clear language used to discuss the strategic planning process.

Developing

Leadership and decision-making now include representatives of some stakeholders and are supported by the administration. The system is beginning to focus on establishing positive teaching and learning environments within some of the systems in the school (e.g., classroom system is in place but others are not). Some data are examined to determine the school's strengths and areas for development within some of the systems in the school. One language is instituted for clear discussions on the strategic planning process.

Exemplary

Leadership and decision-making representing all key stakeholders are well established and are fully supported by the administration. The system works to maintain the school's focus on establishing positive teaching and learning environments within all systems of the school. The leadership team includes general and special educators, school counselor or psychologist, administrator, someone with in-depth knowledge of behavioral interventions and supports, and parent(s). Data are examined to determine the school's strengths and areas for development within all systems of the school. One language is used to discuss the strategic planning process.

1.0 *Leadership Team to Guide the Strategic Planning Process*

1. Current status of system: ☐ Beginning ☐ Developing ☐ Exemplary
2. Identify attributes of the school's leadership team that are currently in place.

Key Attributes
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Representative membership <ul style="list-style-type: none"> ▶ Administrator ▶ Grade or area ▶ Parent(s) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Behavioral capacity </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Building level status </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Support and commitment of staff (80%) D Sustained effort </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Key part of school improvement goals </div> <p>Descriptive Summary of Areas of Improvement:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Develop preliminary action plan

Action	Timeline
1	
2	
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4	

Comments:

School Wide Organizational System

This category examines the school-wide organizational system. The school-wide organizational system is defined as involving all students, all staff and in all settings within a school. Specifically, this category involves:

- (a) school-wide guidelines for success
- (b) strategies for teaching expectations
- (c) clearly defined discipline procedures
- (d) continual self-assessment

Describe the current school-wide system in place at your school in terms of school- wide guidelines for success, teaching, discipline, and continuous assessment.

Beginning

School-wide guidelines for success that provide a framework from which to create a common culture and language as well as linkages across systems are not clearly articulated. Teachers and staff are able to state guidelines for success, however they differ from person to person. Teachers and staff do not know what behaviors they should manage, and what behaviors the office should manage. There are no procedures for emergency or dangerous situations. Teachers, staff, and students are not systematically taught the school-wide guidelines for success and discipline procedures. Assessment of the school-wide system does not occur. There is little or no feedback given to the school staff.

Developing

Guidelines for success are articulated. Teachers and staff are able to state the guidelines for success, but do not use them or have a uniform interpretation of them. Some teachers and staff know what behaviors they should manage, and what behaviors the office should manage. Options are being developed for emergency or dangerous situations. School-wide guidelines for success are reviewed by school staff and students, but are not taught systematically. Some assessment of the school-wide system occurs. Some feedback is given to the school staff when needed.

Exemplary

The school has a small number (e.g., 3-5) of clearly stated guidelines for success that are linked across systems. Teachers and staff are able to state and use the guidelines for success, and interpret them uniformly. Teachers and staff know what behaviors they should manage, and what behaviors the office should manage. Procedures are in place to address emergency or dangerous situations. Teachers, staff, and students are systematically taught the school-wide guidelines for success and discipline procedures. Booster training activities for students are conducted when needed (e.g., after holiday breaks). Continuous assessment of the school-wide system is conducted. Feedback is given to school staff on a regular basis (monthly/quarterly).

2.0 *School Wide Organizational System*

1. Current status of system: ☐ Beginning ☐ Developing ☐ Exemplary
2. Describe the strengths and weakness of the school-wide organizational system.

Key Attributes
<input type="checkbox"/> School-wide guidelines for success <input type="checkbox"/> Strategies for teaching students, staff, and families <input type="checkbox"/> Clearly defined discipline procedures <input type="checkbox"/> Clearly defined crisis response plans (threats, actual events, classroom and individual) <input type="checkbox"/> Staff provided feedback on effectiveness on a regular basis Descriptive Summary of Areas of Improvement: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Develop preliminary action plan

Action	Timeline
1	
2	
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Comments:

3.0

Non-Classroom Organizational System

This category examines non-classroom settings. The non-classroom organizational system is defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, and bus). Specifically, this category involves: (a) non-classroom behavioral expectations (b) strategies for teaching expectations (c) clearly defined discipline procedures (d) ecological arrangements (e) continual self-assessment

Describe the current non-classroom system in place at your school in terms of non- classroom behavior expectations, teaching; discipline, ecological arrangements, and continuous assessment.

Beginning

There are no stated behavioral expectations for the non-classroom settings or they are unrelated to the school-wide ones. Only selected staff are involved in the management of student behavior in non-classroom settings. Little or no training is provided to staff on how to actively supervise (teach students the behavioral expectations, move, scan, positively engage) students. Teachers, staff, and students are not systematically taught the behavioral expectations. Discipline procedures for non- classroom problem behaviors may exist; however, they remain fairly ineffective. Ecological arrangements (physical arrangements and scheduling) have not been examined closely to reduce wait time, decrease the density of students, and improve safety. Assessment of the non-classroom settings does not occur. There is little to no feedback given to the school staff.

Developing

The stated school-wide behavioral expectations apply to non-classroom settings. Only selected staff are involved in the management of student behavior in non-classroom settings, but are supported by some staff (e.g., assist in supervision when needed). Some training is provided to staff on how to actively supervise students. Behavioral expectations are reviewed by school staff and students, but are not taught systematically. Some "booster" training is provided to school staff and students. Discipline procedures for non-classroom problem behaviors exist; however, staff are not systematically taught how to use them. Ecological arrangements have been considered but not systematically examined. Some assessment of the non-classroom settings occurs. Some feedback is given to the school staff when needed.

Exemplary

The stated school-wide behavioral expectations (3-5) apply to non-classroom settings. All staff are involved (to some degree) in the management of student behavior in non-classroom settings. Training is provided to selected staff on how to actively supervise students. Teachers, staff, and students are systematically taught the non-classroom behavioral expectations. "Booster" training is provided to school staff and students. Discipline procedures for non-classroom problem behaviors exist and staff are systematically taught how to use them. Ecological arrangements have been adjusted to maximize positive student behaviors. Continuous assessment of the non-classroom settings is conducted. Feedback is given to school staff on a regular basis (monthly/quarterly).

3.0

Non-Classroom Organizational System

1. Current status of system: ☐ Beginning ☐ Developing ☐ Exemplary
2. Describe the strengths and weaknesses of the non-classroom organizational system.

Key Attributes
<input type="checkbox"/> Behavioral expectations linked to school-wide ones <input type="checkbox"/> Involve all staff to a degree <input type="checkbox"/> Ecological arrangements adjusted to maximize positive student behaviors <input type="checkbox"/> Strategies for teaching behavioral expectations to students <input type="checkbox"/> Staff receive training on active supervision and use of discipline procedures <input type="checkbox"/> Staff provided feedback on effectiveness on a regular basis Descriptive Summary of Areas of Improvement: <hr/> <hr/> <hr/> <hr/> <hr/>

3. Develop preliminary action plan

Action	Timeline
1 <hr/> <hr/> <hr/>	<hr/> <hr/>
2 <hr/> <hr/> <hr/>	<hr/> <hr/>
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4 <hr/> <hr/> <hr/>	<hr/> <hr/>

Comments:

4.0

Classroom Organizational System

This category examines the classroom organizational system. The classroom organizational system is defined as instructional settings in which teacher(s) supervise and teach groups of students. Specifically, this category involves a school's: (a) focus on instruction

(b) classroom behavioral expectations and routines

(c) clearly defined discipline procedures (d) access to assistance

(e) continual self-assessment

Describe the current classroom system in place at your school in terms of classroom behavior expectations, teaching, discipline, and continuous assessment.

Beginning

There is not a clear curriculum focus on achieving student outcomes. There is variability across teachers in the degree to which classroom behavioral expectations and routines are established. Behavioral expectations are not linked to school-wide ones. Little training is provided or made available to teachers on classroom management. Discipline procedures for classroom problem behaviors may exist; however, they remain fairly ineffective and there is a great deal of variability across teachers. Teachers have few, if any, opportunities for access to assistance and recommendations (observation, instruction and coaching). Assessment of the classroom system does not occur. There is little to no feedback given to teachers.

Developing

There is a clear curriculum focus on achieving student outcomes in some areas but not others (e.g., strong focus in reading but weak in mathematics). Most teachers establish clear classroom behavioral expectations and routines; however, the behavioral expectations are not linked to the school-wide ones. Some training is provided or made available to teachers on classroom management. Discipline procedures for classroom problem behaviors exist and are fairly effective; however, there is variability across teachers. Teachers have access to assistance and recommendations (observation, instruction and coaching); however, it is generally ineffective or viewed as a step for special education services. Some assessment of the classroom system occurs. Some feedback is given to teachers when needed.

Exemplary

There is a clear curriculum focus on achieving student outcomes in all areas. All teachers establish clear classroom behavioral expectations and routines and the behavioral expectations are linked to the school-wide ones. Training is provided or made available to teachers on classroom management. Discipline procedures for classroom problem behaviors exist and are effective and there is consistency across teachers. Teachers have access to assistance and recommendations (observation, instruction and coaching) and it is generally effective. Continuous assessment of the classroom system is conducted. Feedback is given to teachers on a regular basis (monthly/quarterly).

4.0

Classroom Organizational System

1. Current status of system: ☐ Beginning ☐ Developing ☐ Exemplary
2. Describe the strengths and weaknesses of the classroom organizational system.

Key Attributes
<input type="checkbox"/> Curriculum focus on achieving student outcomes
<input type="checkbox"/> Behavioral expectations linked to school-wide ones
<input type="checkbox"/> Consistent discipline procedures used by teachers
<input type="checkbox"/> Teachers have access to effective assistance and recommendations
<input type="checkbox"/> Teachers have access to staff development activities
<input type="checkbox"/> Teachers provided feedback on effectiveness on a regular basis
Descriptive Summary of Areas of Improvement:

3. Develop preliminary action plan

Action	Timeline
1 _____	

2 _____	

3 _____	

4 _____	

Comments:

5.0
Individual Organizational System

This category examines the individual organizational system. The individual organizational system is defined as specific supports for students who have or are at risk of experiencing school failure. Please note that children with EBD may not necessarily be receiving special education services. Specifically, this category involves a school's:

- (a) specific prevention and intervention procedures for students at risk of school failure
- (b) procedures for providing intervention and supports to students experiencing school failure
- (c) continual self-assessment.

Describe the current individual system in place at your school in terms of specific prevention and intervention procedures for students at risk of school failure, procedures for providing intervention and supports to students experiencing school failure, and continual self-assessment.

Beginning

The school has not developed specific prevention and intervention procedures for students at risk of school failure (e.g., one-to-one tutoring program in reading, mentor program). There is not a common "solutions" oriented language (functional behavioral assessment) used by school staff to guide the development of interventions and supports for students experiencing school failure. The school does not have or it has an ineffective behavior support team to assist staff in developing, implementing, and evaluating interventions and supports for students experiencing school failure.

Developing

The school has developed some prevention and intervention procedures for students at risk of school failure, but no data has been used to guide their development and implementation. Some staff use a common "solutions" oriented language to guide the development of interventions and supports for students experiencing school failure. The school has a relatively effective behavior support team to assist staff in developing, implementing, and evaluating interventions and supports for students experiencing school failure, but is viewed as a step in the special education referral process.

Exemplary

The school has developed prevention and intervention procedures for students at risk of school failure. A data-based decision making process has been conducted to guide the development and implementation of the procedures to ensure that they meet the specific needs of students. All staff use a common "solutions" oriented language to guide the development of interventions and supports for students experiencing school failure. The school has an effective behavior support team to assist staff in developing, implementing, and evaluating interventions and supports for students experiencing school failure. The team is not necessarily viewed as a step in the special education referral Process.

5.0 *Individual Organizational System*

1. Current status of system: ☐ Beginning ☐ Developing ☐ Exemplary
2. Describe the strengths and weaknesses of the individual organizational system.

Key Attributes
<input type="checkbox"/> Data-based prevention and intervention procedures for students at risk school failure
<input type="checkbox"/> Common "solutions" focused language used by all staff
<input type="checkbox"/> Established behavioral support team (not seen as a step in the special education referral process)
<input type="checkbox"/> Simple and efficient system to access the team
<input type="checkbox"/> Use of community resources
Descriptive Summary of Areas of Improvement:

3. Develop preliminary action plan

Action	Timeline
1	
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Comments:

This category examines the academic support system. The academic support system is defined as the integration of evidence-based academic skill support programs in key skill areas (i.e., language, reading, and mathematics) at the secondary (for students who are at risk of developing learning problems) and tertiary (for students who are experiencing academic failure). Specifically, this category involves a school's (a) strategies for the early identification of learning problems in language, reading, and mathematics, (b) curriculum and instruction procedures in key skill areas (e.g., code-based instruction in reading) that enhance (not replace) the primary level ones (curriculum provided to all students), (c) tertiary (not necessarily special education) curriculum and instruction procedures in key skill areas that enhance or replace the primary level ones for students experiencing significant learning problems, and (d) continual self-assessment.

Describe the current academic support system in place at your school in terms of specific secondary and tertiary level curriculum and instruction procedures for students at risk of or -I problems, and continual self-assessment.

Beginning

The school has not developed specific secondary and tertiary curriculum procedures for students at risk of or experiencing learning problems, respectively. There are no early identification procedures in place to identify students in need of academic supports.

Developing

The school has developed some secondary or tertiary level curriculum and instruction procedures for students at risk of or experiencing learning problems, respectively. The school provides secondary and/or tertiary curriculum and instruction procedures in some areas, but they are delivered only to students formally classified as having a disability or do not address fully the need. The curriculum and instruction procedures are not connected or integrated with one another. Procedures for identifying students in need of academic supports are in place, but they are part of the special education referral process.

Exemplary

The school has developed coordinated and integrated secondary and tertiary level curriculum and instruction procedures for students at risk of or experiencing learning problems, respectively. The school provides evidence-based secondary and/or tertiary level curriculum and instruction procedures in language, reading, and mathematics. The curriculum and instruction procedures are connected and integrated with one another to improve their effectiveness. Procedures for identifying students in need of academic supports are in place and are not necessarily part of the special education referral process.

6.0 *Individual Organizational System*

1. Current status of system: ☐ Beginning ☐ Developing ☐ Exemplary
2. Describe the strengths and weaknesses of the individual organizational system.

Key Attributes
<input type="checkbox"/> Data-based prevention and intervention procedures for students at risk school failure <input type="checkbox"/> Evidence-based secondary level curriculum and instruction procedures <input type="checkbox"/> Evidence-based tertiary level curriculum and instruction procedures <input type="checkbox"/> Curriculum and instruction procedures are coordinated and integrated with one another <input type="checkbox"/> Early identification procedures are in place
Descriptive Summary of Areas of Improvement: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Develop preliminary action plan

Action	Timeline
1 <hr/> <hr/> <hr/>	<hr/> <hr/>
2 <hr/> <hr/> <hr/>	<hr/> <hr/>
3 <hr/> <hr/> <hr/>	<hr/> <hr/>
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Comments: